

ARP Grant Application

2021-2022

BELEN CONSOLIDATED SCHOOLS



Contact Information		Budget Table	
District	BELEN	ARP ESSER Award 2/3 rd Allocation	6343116.86
District Code	087	ARP ESSER Award 2/3 rd Debit	6343116.86
District Type	State District	ARP ESSER Award 2/3 rd Balance	0.00
Email Address	gauthierv@beleneagles.org	ARP ESSER Award 1/3 rd Allocation	3171558.43
Phone Contact	505 966-2075	ARP ESSER Award 1/3 rd Debit	3171558.43
Application Status	Substantially Approvable	ARP ESSER Award 1/3 rd Balance	0.00

Reserve Funds 20 %				
	Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups. Narrative1:	20 % of 2/3 Amount	Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups.	20% of 1/3 Amount
The LEA must reserve at least 20 percent of funds to address learning loss through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).	Belen Consolidated Schools will take a multi-level approach to address learning loss with underrepresented student groups based on each student's needs. ARP funds will be used to provide tutoring and enrichment programs afterschool to support student learning and address learning loss due to the Pandemic. Software programs will be	1,268,623.37	Belen Consolidated Schools will take a multi-level approach with the remaining 1/3 ARP funds to address learning loss with underrepresented student groups based on each student's needs. ARP funds will be used to provide tutoring and enrichment programs afterschool to support and engage	634,311.69

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purchased to target specific sub groups such as EL students, to supplement core instruction. Additional software will be added so students have access to supplemental learning opportunities at home. Night school will be provided to ensure students make up lost credits. Technology will be purchased to ensure students have access to learning. The district will add an additional attendance coach to ensure students are attending school and have all resources and access to learning. The District will implement SEL practices and programs to ensure student health concerns are being met. Professional development and resources for SEL will be purchased with ARP funds.

students in learning and address learning loss due to the Pandemic. . Night school will be provided to ensure students make up lost credits. Technology will be purchased to ensure all students have access to learning. An instructional coach will be employed using ARP funds to support teachers in addressing all levels of learning as well as supporting all sub groups with strong academic instructional strategies. An attendance coach will be hired to ensure students are attending school, have access to various resources including transportation, health, clothing, school supplies and alleviate barriers to learning. The District will implement SEL practices and programs to ensure student health concerns are being met. Professional development and resources for SEL will be purchased with ARP

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			funds.	
Activities to address the Social Emotional Needs of all students	Yes	125,000.00	Yes	124,311.00
Activities to address the Academic Needs of all students	Yes	790,000.00	Yes	85,231.69
Activities that go above and beyond all services offered to all students to address the disproportionate impact of COVID-19 on underrepresented student subgroups:	Yes	113,623.00	Yes	154,769.00
Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	Yes	60,000.00	Yes	60,000.00
Students from low-income families	Yes	60,000.00	Yes	60,000.00
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act ("IDEA"))	Yes	30,000.00	Yes	30,000.00
English learners	Yes	30,000.00	Yes	30,000.00
Gender (e.g., identifying disparities and focusing on underserved student groups by gender)	Yes	20,000.00	Yes	30,000.00
Migratory students	No	0.00	No	0.00
Students experiencing homelessness	Yes	20,000.00	Yes	30,000.00
Children and youth in foster care	Yes	20,000.37	Yes	30,000.00
Sub Totals		1,268,623.37		634,311.69

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Additional Reserve Funds (Optional)

	Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups. Narrative1:		Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups.	
Funds above and beyond the 20 percent minimum of funds to address learning loss through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).				
Activities to address the Social Emotional Needs of all students	No	0.00	No	0.00
Activities to address the Academic Needs of all students	No	0.00	No	0.00
Activities that go above and beyond all services offered to all students to address the disproportionate impact of COVID-19 on underrepresented student subgroups:	No	0.00	No	0.00
Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	No	0.00	No	0.00
Students from low-income families	No	0.00	No	0.00

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Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (“IDEA”))	No	0.00	No	0.00
English learners	No	0.00	No	0.00
Gender (e.g., identifying disparities and focusing on underserved student groups by gender)	No	0.00	No	0.00
Migratory students	No	0.00	No	0.00
Students experiencing homelessness	No	0.00	No	0.00
Children and youth in foster care	No	0.00	No	0.00
Sub Totals		0.00		0.00

Activities to Address Needs

Descriptions for all narrative responses below must describe how interventions to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students.

Funds may be used for a wide range of activities to address needs arising from the coronavirus pandemic, including any activity authorized by the following Acts.	2/3 Amount Allocations		1/3 Amount Allocations	
	Narrative	Amount	Narrative	Amount
Elementary and Secondary Education Act (ESEA)		0.00		0.00

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Individuals with Disabilities Education Act (IDEA)		0.00		0.00
Adult Education and Family Literacy Act (AEFLA)		0.00		0.00
Carl D. Perkins Career and Technical Education Act of 2006 (Perkins CTE)		0.00		0.00
		0.00		0.00

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Response Efforts - COVID 19

Allowable Activities for Remaining Funds. Consistent with PED’s priority to close the digital divide, LEAs must explain how they are using ARP ESSER funds to ensure access to digital devices and other technology for at-risk students and teachers who need them, as well as Internet technology support services. Digital devices must be capable of meeting at-risk students’ remote learning needs and teachers’ remote teaching needs. Digital devices must allow for the reliable download and upload of assignments, streaming of instructional videos, and participation in individual and group video conferencing. In the category below “purchasing instructional technology,” please include in the narrative an explanation of how the LEA is meeting this priority and a dollar amount that will be used for these purposes.

ARP ESSER 2/3

ARP ESSER 1/3

	ARP ESSER 2/3		ARP ESSER 1/3	
	Narrative	Amount	Narrative	Amount
Training and professional development on sanitizing and minimizing the spread of infectious diseases		0.00	BCS employees will be trained in COVID safe cleaning practices.	5,000.54

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Purchasing supplies to sanitize and clean the LEA's facilities	PPE, cleaning supplies and other items will be purchased to minimize the spread of COVID.	300,000.00	PPE, cleaning supplies and other items will be purchased to minimize the spread of COVID.	427,000.00
Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards	Funds will be used to improve facilities in an effort to reduce the risk of transmission and health hazards.	500,000.00	Funds will be used to purchase various supplies to improve facilities and reduce the risk of transmission and health hazards.	148,000.00
Improving indoor air quality	BCS will employ an HVAC technician using ARP funds to replace HVAC systems and ensure the quality of air in all district facilities. Updated HVAC and filtration systems will be purchased using ARP funds.	1,500,000.00	BCS will use funds to increase indoor air quality.	100,000.00

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<p>Addressing the needs of children from low-income families, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth</p>	<p>See 20% to address learning loss-Belen Consolidated Schools will take a multi-level approach to address learning loss with underrepresented student groups based on each student's needs. ARP funds will be used to provide tutoring and enrichment programs afterschool to support student learning and address learning loss due to the Pandemic. Software programs will be purchased to target specific sub groups such as EL students, to supplement core instruction. Additional software will be added so students have access to supplemental learning opportunities at home. Night school will be provided to ensure students make up lost credits. Technology will be purchased to ensure students have access to learning. The district will add an additional attendance coach to ensure students are attending school and have all resources and access to learning. The District will implement SEL practices and programs to ensure student health concerns are being met. Professional development and resources for SEL will be purchased with ARP funds. h</p>	<p>0.00</p>	<p>Resources will be purchased to support the needs of at risk students and encourage students to attend school and engage in learning</p>	<p>50,000.00</p>
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Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs	The District will develop procedures and systems to improve preparedness and response efforts. Training will be provided to employees to ensure procedures are communicated and followed.	10,000.00		0.00
Planning for or implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning		0.00		0.00
Purchasing educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) for students that aids in regular and substantive educational interaction between students and their classroom instructors, including students from low-income families and children with disabilities (see above for additional requirements for this activity)	BCS will purchase technology that is capable of meeting teacher and student's teaching and learning needs including streaming, uploading, and teleconferencing. BCS will also use these funds to employ a technology tech to help keep up with the increased volume of technology work orders and maintenance	1,732,000.00	BCS will use ARP funds to purchase technology that engages students such as SMART boards, ensure connectivity, and adaptive technology.	500,000.00
Providing mental health services and supports, including through the implementation of evidence based full-service community schools and hiring of counselors	See 20% to address learning loss.	0.00		0.00

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Planning and implementing activities related to summer learning and supplemental after-school programs	See 20% to address learning loss	0.00		0.00
Addressing learning loss	BCS will provide each school site an allocation to fund various needs related to COVID and learning loss.	100,741.09	School sites will receive an allocation to address various needs at the school site and address learning loss.	508,870.00
Other activities that are necessary to maintain operation of and continuity of and services, including continuing to employ existing or hiring new LEA and school staff	An EA will be employed to increase enrichment opportunities through STEM activities. An assessment coordinator will be funded to manage increased testing and data. Due to the struggle of obtaining subs during the Pandemic, the District will contract with a company to provide high quality, trained subs. ARP funds will be utilized to obtain subs through the contract service.	665,000.00	An EA will be employed to increase enrichment opportunities through STEM activities. An assessment coordinator will be funded to manage increased testing and data. Due to the struggle of obtaining subs during the Pandemic, the District will contract with a company to provide high quality, trained subs. ARP funds will be utilized to obtain subs through the contract service.	665,000.00
Coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19.				
Sub Totals		4,807,741.09		2,403,870.54

Program Consultation

To the extent present, describe how the LEA has meaningfully engaged the following stakeholder groups:	Date(s) Consulted	Date(s) Consulted	Date(s) Consulted
Students	4/22/2021	6/15/2021	

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Families	4/22/2021	6/15/2021	
School and district administrators (including Special Education administrators)	4/22/2021	6/15/2021	
Teachers	4/22/2021	6/15/2021	
Principals	4/22/2021	6/15/2021	
School leaders	4/22/2021	6/15/2021	
Other educators	4/22/2021	6/15/2021	
School support personnel	4/22/2021	6/15/2021	
Unions	4/22/2021	6/15/2021	
Tribes(if applicable)			
Civil rights organizations (including disability rights organizations)	4/22/2021	6/15/2021	
Superintendents	4/22/2021	6/15/2021	
Charter school leaders (if applicable)			
Stakeholders representing the interests of:			
Children with disabilities	4/22/2021	6/15/2021	
English learners	4/22/2021	6/15/2021	
Children experiencing homelessness	4/22/2021	6/15/2021	
Children in foster care	4/22/2021	6/15/2021	
Migratory students			
Children who are incarcerated			
Other underserved students	4/22/2021	6/15/2021	

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Interim Final Requirement: Under this requirement, an SEA must engage in meaningful consultation with various stakeholder groups on its ARP ESSER plan and give the public an opportunity to provide input on the development of the plan and take such input into account. Specifically, an SEA is required to consult with students; families; Tribes (if applicable); civil rights organizations (including disability rights organizations); school and district administrators (including special education administrators); superintendents; charter school leaders (if applicable); teachers, principals, school leaders, other educators, school staff, and their unions; and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students in the development of its ARP ESSER plan. Under the requirement, an SEA must also provide the public with the opportunity to provide input in the development of the plan and take such input into account.

*Meaningful consultation means each stakeholder group was afforded multiple opportunities to provide feedback on the LEAs ARP application prior to the application being submitted. Pursuant to 2 C.F.R. § 200.332(a)(5), all sub recipients as identified in Exhibit A, attached to this sub award, must permit PED and auditors access to records and financial statements as necessary.

Indirect Cost Rate

	Indirect Y/N	Allocations	Indirect Cost Rate	Indirect Cost D	Fixed Assets	Indirect Amount	Indirect Base Amount	Budget Balance
ARP ESSER 1/3 rd Indirect Cost Rate	Yes	3,171,558.43	4.39	1.0439	0.00	133,376.20	3,171,558.43	3,038,182.23
ARP ESSER 2/3 rd Indirect Cost Rate	Yes	6,343,116.86	4.39	1.0439	0.00	266,752.40	6,343,116.86	6,076,364.46

Required Information - GEPA

	Required Narrative
<p>Please describe how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.</p> <p>For examples of applicable, relevant, acceptable responses, please see:</p>	<p>BCS plan to include eligibility for all:</p> <ul style="list-style-type: none"> Information regarding these events and resources will be provided to all parents through District Webpage, letters home

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<https://www2.ed.gov/fund/grant/apply/appforms/gepa427.doc>

GEPA Rubric

A satisfactory answer

- Describes potential barriers to accessing aspects of the proposed spending plan based on criteria such as gender, race, color, national origin, (dis)ability, and age
- Describes steps that will be taken to eliminate or reduce those barriers to ensure equitable access

May require revision

- May not clearly or completely describe potential barriers to accessing aspects of the proposed spending plan based on criteria such as gender, race, color, national origin, (dis)ability, and age
- May not clearly or completely describe steps that will be taken to eliminate or reduce those barriers to ensure equitable access

and/or Informational Parent nights.

- All students and parents will have access to information, training and resources regardless of gender, race, national origin, color, disability or age.

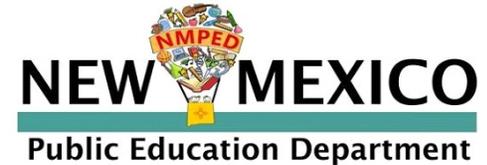
- Students with disabilities will have equal access to the ESSER grant in all areas. Belen Consolidated Schools remain completely committed to promoting and maintaining a civil community that facilitates opportunities for shared understanding and expression of individual and collective truths. Moreover, we resolve to maintain a community that is respectful of all persons despite differences in age, citizenship, disability, ethnicity, gender identity or expression, geographic origin, language, marital status, nationality, philosophical beliefs, race, religion, sexual orientation, or socioeconomic status.

In carrying out its educational mission, BCS will ensure to the

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fullest extent possible equitable access to, participation in, and appropriate educational opportunities for individuals served. Federally funded activities, programs and services will be accessible to all participants with special needs allowing them to participate fully in the projects. BCS does not discriminate on the basis of age, color, religion, creed, disability, marital status, veteran status, socio-economic status, national origin, race, gender or sexual orientation in its services and activities. It provides reasonable and appropriate accommodations to meet the learning needs of a diverse group of students, faculty, community members and other participants.

Possible potential barriers that the District anticipates students may have to accessing the proposed spending plan include: Lack of attendance for various reasons such as lack of transportation, clothing, mental health issues, etc. due to the

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pandemic may be a potential barrier for all sub groups to access the proposed spending plan. The District will hire attendance coaches to ensure students and families have support and help remove barriers in attending school or receiving instruction. Health concerns may be a potential barrier especially for our most at-risk students such as our students with disability or access to a teacher due to a teacher's health concerns. The District will ensure student's with health issues have access to remote instruction. Buildings will be cleaned thoroughly, Air filtration systems will be installed and COVID safe practices will be implemented using ARP funds to ensure students attending in person are kept safe.

Learning loss could be a potential barrier for all students in particular ELL students, students experiencing homelessness, students with

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health issues. Software programs will be purchased using ARP funds to support learning loss, to support ELL students, and to support SEL. Instructional coaches will be utilized to strengthen teacher instruction for all sub groups incorporating various strategies to support all students. BCS will also incorporate after school tutoring, night school, as well as enrichment opportunities using ARP funds to ensure academic support for all sub groups

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<p>The LEA agrees to comply with the following requirements regarding Maintenance of Equity for High Poverty Schools: (c) LOCAL EDUCATIONAL AGENCY MAINTENANCE OF EQUITY FOR HIGH [1] POVERTY SCHOOLS. — (1) IN GENERAL.—As a condition of receiving funds under section 2001, a local educational agency shall not, in fiscal year 2022 or 2023— (A) reduce per-pupil funding (from combined State and local funding) for any high [1] poverty school served by such local educational agency by an amount that exceeds— (i) the total reduction in local educational agency funding (from combined State and local funding) for all schools served by the local educational agency in such fiscal year (if any); divided by (ii) the number of children enrolled in all schools served by the local educational agency in such fiscal year; or (B) reduce per-pupil, full-time equivalent staff in any high-poverty school by an amount that exceeds— (i) the total reduction in full-time equivalent staff in all schools served by such local educational agency in such fiscal year (if any); divided by (ii) the number of children enrolled in all schools served by the local educational agency in such fiscal year. (2) EXCEPTION.—Paragraph (1) shall not apply to a local educational agency in fiscal year 2022 or 2023 that meets at least 1 of the following criteria in such fiscal year: (A) Such local educational agency has a total enrollment of less than 1,000 students. (B) Such local educational agency operates a single school. (C) Such local educational agency serves all students within each grade span with a single school. (D) Such local educational agency demonstrates an exceptional or uncontrollable circumstance, such as unpredictable changes in student enrollment or a precipitous decline in the financial resources of such agency, as determined by the Secretary of Education</p>	<p>True</p>
<p>The LEA agrees to make publicly available a copy of the LEA's re-entry plan on the LEA's website no later than June 24, 2021</p>	<p>True</p>
<p>Please provide the link to the LEA's re-entry plan on the LEA's website</p>	<p>https://5il.co/um0w, https://5il.co/um0w</p>
<p>The LEA agrees to make a copy of the LEA's ESSER III application on the LEA's website no later than August 24, 2021</p>	<p>True</p>
<p>The LEA Agrees to develop strategies and implement public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC)</p>	<p>True</p>